

Student: Smith, Jessica **DOB:** 01/23/94 **District:** Anytown Board of Ed **Meeting Date:** 04/08/2010
Last Name, First Name mm/dd/yyyy

Current Enrolled School: Bloomfield High School **Age:** 15 **Current Grade:** 11 **H.S. Credits:** 13.5 **Gender:** ☒ Female ☐ Male

Home School: ☒ Yes ☐ No **Specify:** _____ **Race/Ethnicity:** ☐ Am.Ind. ☐ or Alask. Nat. ☐ Asian / Pacif. ☒ Black or Af.Am. ☐ White ☐ Hispanic

School Next Year: ☐ Home School: ☐ Yes ☐ No **Specify:** _____ **If your school district does not have its own high school, is the student attending his/her designated high school?** ☐ Yes ☐ No ☒ X ☐ NA

ID#: 012345 **Case Manager:** William Walpole

Student Address¹: 12 Main Street **Student Instructional Lang:** ☒ X **Other: (specify)** _____

Parent/Guardian (Name): Debbie Smith **Home Dominant Lang:** ☒ X **Other: (specify)** _____

Parent/Guardian (Address): ☒ X ☐ Same _____ **Student Home Phone:** 8605551234 **Parent Home Phone:** 8605551234

Surrogate: _____ **Parent Work Phone:** _____ **Misc. Phone:** _____

(Name and Address): _____ **Most Recent Eval. Date:** 4/8/2010 **Next Reevaluation Date:** 4/8/2011
mm/dd/yyyy mm/dd/yyyy

Reason for Meeting ²	Review Referral	Plan Eval/Reeval	Review Eval/Reeval	Determine Eligibility	Develop IEP
	Review or Revise IEP	<input checked="" type="checkbox"/> Conduct Annual Review	Transition Planning	Manifestation Determination	Other(specify)

Primary Disability:	Autism	<input checked="" type="checkbox"/> Emotional Disturbance	Multiple Disabilities	Speech or Language Impaired	Other Health Impairment
	Deaf – Blindness	Hearing Impairment	Orthopedic Impairment	Traumatic Brain Injury	OHI – ADD/ADHD
	Developmental Delay (ages 3-5 only)	Intellectual Disability	Specific Learning Disabilities	Visual Impairment	To be determined

The next projected PPT meeting date is: _____

- Eligible as a student in need of Special Education (The child is evaluated as having a disability, and needs special education and related services) Yes ☐ No ☐
- Is this an amendment to a current IEP? Yes ☐ No ☒
- If yes, what is the date of the IEP being amended? _____
- Amendments attached Yes ☐ No ☐

Team Member Present (required)			
Admin/Designee:	<u>Beth Goldsnider</u>	Special Ed. Teacher:	<u>William Walpole</u>
Parent/Guardian:	<u>Debbie Smith</u>	School Psych:	<u>Julia Brown</u>
Parent/Guardian:	_____	Social Work:	<u>Kim Jones</u>
Surrogate Parent:	_____	Speech/Lang:	_____
Student:	_____	Guidance:	<u>Sharron Paul, Shannon James</u>
Student's Reg. Ed. Teacher:	<u>Angela Reid</u>	Nurse:	_____

OT: _____ **PT:** _____ **Agency:** _____

Other: (specify) Nancy Johnson-mentor **Other: (specify)** Sathya Jennings-math teacher

LIST OF PPT RECOMMENDATIONS

Jessica continues to qualify for special education under the classification of Emotional Disturbance	
Jessica will receive a total of 4.75 hours/week of special education services in the areas of reading, mathematics, writing, and transition.	
Jessica will receive a total of 1.0 hours/week of related services in the area of counseling.	
PPT determined that Jessica's disability (ED) caused the act of misconduct. Therefore, Jessica will return to BHS effective 4/9/2010.	
PPT decided Jessica will temporarily be self-contained in the FLY program classroom until she earns her way back to mainstream classes based on work completion, passing grades, and appropriate behaviors.	

PLANNING AND PLACEMENT TEAM MEETING SUMMARY (OPTIONAL)

Student: Smith, Jessica
Last Name, First Name

DOB: 01/23/94
mm/dd/yyyy

District: Anytown Board of Education

Meeting Date: 04/08/2010
mm/dd/yyyy

PRIOR WRITTEN NOTICE

Actions Proposed	Reasons for proposed actions	Evaluation procedure, assessment, records, or reports used as a basis for the actions proposed (dated)		Date These actions will be implemented
Implement IEP (Initial Eligibility or Annual Review Disability causes behavior, student will return to BHS from suspension 4/9/2010)	<input checked="" type="checkbox"/> Educational performance supports proposed actions <input checked="" type="checkbox"/> Evaluation results support proposed actions Previous IEP goals and objectives have been satisfactorily achieved Student has met Exit Criteria <input checked="" type="checkbox"/> Other <u>Team Decision</u>	<input checked="" type="checkbox"/> Achievement <input type="checkbox"/> Adaptive <input checked="" type="checkbox"/> Classroom Observation <input checked="" type="checkbox"/> Cognitive <input type="checkbox"/> Communication <input type="checkbox"/> Developmental <input type="checkbox"/> Health/Medical	Motor _____ <input checked="" type="checkbox"/> Report Cards <u>4/8/2010</u> <input checked="" type="checkbox"/> Review of Records <u>4/8/2010</u> <input checked="" type="checkbox"/> Social Emotional Behavior <u>4/8/2010</u> <input checked="" type="checkbox"/> Teacher Reports <u>4/8/2010</u> Other (specify and dated) _____	(Minimum five school days from date parent received prior written notice) date(s):
Actions Refused	Reasons for Refused actions	Evaluation procedure, assessment, records, or reports used as a basis for the refusal (dated)		
No Actions were refused	Educational performance supports refusal Evaluation results support refusal Previous IEP goals and objectives have been satisfactorily achieved Student has met Exit Criteria Other _____	<input type="checkbox"/> Achievement <input type="checkbox"/> Adaptive <input type="checkbox"/> Classroom Observation <input type="checkbox"/> Cognitive <input type="checkbox"/> Communication <input type="checkbox"/> Developmental <input type="checkbox"/> Health/Medical	Motor _____ Report Cards _____ Review of Records _____ Social emotional Behavior _____ Teacher Reports _____ Other (specify and dated) _____	
Other options considered and rejected in favor of the proposed actions	Rationale for rejecting other options	Other factors that are relevant to this action	Exit Information	
Full-time placement in general education with supplementary aids and services. <input checked="" type="checkbox"/> No other options were considered and rejected. Other options considered and rejected in favor of this action: _____	Options would not provide student with an appropriate program in the least restrictive environment Other: _____ (specify)	<input checked="" type="checkbox"/> There are no other factors that are relevant to the PPT decision <input checked="" type="checkbox"/> Information/concerns shared by the parents Information/preferences shared by the student Other: _____ (specify)	Date of exit from Special Education _____ Returning to general education Reason for exiting Special Education: _____	

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

(The following information was derived from: report data, documentation from classroom performance, parent/student reports, curriculum based and standardized assessments, observations, including CMT and CAPT results and student samples).

Parent and Student input and concerns	
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Parent and mentor both expressed concerns that Jessica's return to high school might not work out since incident witnessed by group of students was being rumored and talked about throughout school. Mentor questioned what next step would be if Jessica no longer experienced an overall successful experience at Bloomfield High School. Team decided to keep Jessica self-contained temporarily in the FLY Program classroom until she earns her way back into mainstream classes based on work completion, passing grades, and appropriate classroom behaviors.

Area (briefly describe current performance)	Strengths (include data as appropriate)	Concerns/Needs (requiring specialized instruction)	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities.
Academic/Cognitive Language Arts: <input type="checkbox"/> Age Appropriate <u>Jessica enjoys reading for pleasure, has a great vocabulary and is capable of a higher level of to i reading for information and understanding than she is currently demonstrating. Her refusal to complete class and homework assignments in a timely fashion as well as her impulsivity leading nappropriate class comments and behaviors impacts her overall academic success.</u>	<u>Academic ability & potential.</u> <u>WIAT III SCORES, 4/2/10</u> <u>READING: Reading Comprehension - 104; Word Reading - 108;</u> <u>Pseudoword decoding - 117; Oral Reading Fluency - 112;</u> <u>Oral Expression - 103.</u> <u>WRITTEN EXPRESSION: Sentence Composition - 90; Essay Composition - 110; Spelling - 109</u>	<u>Junior English 1st Semester grade - F</u> <u>3rd Semester grade - D-</u> <u>Grades do not align with academic achievement testing results from WIAT III testing.</u> <u>Listening Comprehension - 77; (Behavioral Issues of anger and distractions impacted performance.)</u>	<u>Jessica's emotional disturbance impacts her ability to progress in the general education Language Arts curriculum without specialized instruction.</u>
Academic/Cognitive: Math: <input type="checkbox"/> Age Appropriate <u>Jessica's performance in Geometry class is inconsistent and is marked by behavioral, organizational, and work completion issues such as: inappropriate class comments and behavior, inconsistent effort to complete and hand in class and homework assignments in a timely manner, and general refusal to accept student responsibilities.</u>	<u>Calculator skills. Desire to work/ learn independently.</u> <u>WIAT III SCORES, 4/2/10</u> <u>Math Problem Solving - 92;</u> <u>Numerical Operations - 88;</u> <u>Math Fluency - Addition - 101, Subtraction - 92, Multiplication - 103</u>	<u>Geometry 1st Semester Grade - C-</u> <u>3rd Semester Grade - C-</u>	<u>Jessica's emotional disturbance impacts her ability to progress in the general education Math curriculum without specialized instruction.</u>
Other Academic/ Nonacademic Areas: <input type="checkbox"/> Age Appropriate			

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Area (briefly describe current performance)	Strengths (include data as appropriate)	Concerns/Needs (requiring specialized instruction)	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities.
Behavioral/Social/Emotional: <input checked="" type="checkbox"/> Age Appropriate Jessica has difficulty relating to peers, maintaining relationships, and behavior in an appropriate manner. Teachers noted that aggression, conduct problems, and withdrawal were more problematic than same aged peers.	Jessica likes helping other students.	BASC II Teachers 1-4 - Aggression 62, 89, 62, 89, Conduct Problems 66, 86, 66, 79 Withdrawal 69, 84, 84, 81 SAED Teachers 1-4 - SAED Quotient 124, 105, 117, 135	Jessica's disability impacts her ability to relate to peers and behave appropriately without counseling services.
Communication: <input checked="" type="checkbox"/> Age Appropriate			
Vocational/Transition: <input checked="" type="checkbox"/> Age Appropriate O*NET Career Interest Inventory 3/23/10	Jessica expressed high interest in working with people in both social and artistic fields through completion of the O*NET Survey.	Jessica needs help developing strong organizational skills and consistent acceptance of student responsibilities in order to better succeed in her high school and post secondary pursuits.	Jessica's disability impacts her ability to successfully achieve her high school diploma and pursue a college education without vocational/transition services.
Health and Development including Vision And Hearing: <input checked="" type="checkbox"/> Age Appropriate			
Fine and Gross Motor: <input checked="" type="checkbox"/> Age Appropriate			
Activities of Daily Living: <input checked="" type="checkbox"/> Age Appropriate			

Student:
01/23/94
Education

Smith, Jessica DOB:
District: Anytown Board of
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Last Name, First Name mm/dd/yyyy mm/dd/yyyy

TRANSITION PLANNING

1. Not Applicable: Student has not reached the age of 15 and transition planning is not required or appropriate at this time.

☒ This is either the first IEP to be in effect when the student turns 16 (or younger if appropriate and transition planning is needed) or the student is 16 or older and transition planning is required.

2. Student Preferences/Interests – document the following:

- a) Was the student invited to attend her/his Planning and Placement Team (PPT) meeting? ☒ Yes No
b) Did the student attend? ☒ Yes No
c) How were the student's preferences/interests, as they relate to planning for transition services, determined?

☒ Personal Interviews ☒ Comments at Meeting Functional Vocational Evaluations ☒ Age appropriate transition assessments Other _____

d) Summarize student preferences/interests as they relate to planning for transition services:

Jessica's interest fell into both the social and artistic areas of work opportunities. She has expressed the desire to attend college, starting with community college, and to work with children.

3. Age Appropriate Transition Assessment(s) performed: (Specify assessment(s) and dates administered) ONET Career Interest Inventory, completed 3/14/10

4. Agency Participation:

- a) Were any outside agencies invited to attend the PPT meeting? Yes with written consent ☒ No (If No, MUST specify reason as listed in the IEP Manual) _____
b) If yes, did the agency's representative attend? Yes No
c) Has any participating agency agreed to provide or pay for services/linkages? Yes ☒ No (If Yes, specify) _____

5. Post-School Outcome Goal Statement(s) and Transition Services recommended in this IEP

a) Post-School Outcome Goal Statement - Postsecondary Education or Training: _____

☒ Annual goal(s) and related objectives regarding Postsecondary Education or Training have been developed and are included in this IEP

b) Post-School Outcome Goal Statement – Employment: _____

☒ Annual goal(s) and related objectives regarding Employment have been developed and are included in this IEP

c) Post-School Outcome Goal Statement - Independent Living Skills (if appropriate): _____

Annual goals and related objectives regarding Independent Living have been developed and are included in this IEP (may include Community Participation)

6. Please select **ONLY one**:

☒ The course of study needed to assist the child in reaching the transition goals and related objectives **will include** (including general education activities):

World of Children and Youth and law, Algebra I, Academic Support, PE/Health, English 10, Integrated Science, French I

Student has completed academic requirements; no academic course of study is required – student's IEP includes **only** transition goals and services.

7. At least one year prior to reaching the age of 18, the student must be informed of her/his rights under IDEA which will transfer at age 18.

☒ NA (Student will not be 17 within one year) The student has been informed of her/his rights under IDEA which will transfer at age 18 No IDEA rights will transfer

8. For a child whose eligibility under special education will terminate the following year due to graduation with a regular education diploma or due to exceeding the age of eligibility, the Summary of Performance will be completed on or before: (specify date)

Academic/Cognitive Self Help	Social/Behavioral Employment	Communication Independent Living	Gross/Fine Motor Health	Postsecondary Education/Training Other: (specify)	Enter Dates for Evaluating and Reporting Progress in Boxes Below																
Check here if the student is 15 years of age. (Note: Page 6, Transition Planning must be completed if this box is checked)					<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:25%;">1</td> <td style="width:25%;">2</td> <td style="width:25%;">3</td> <td style="width:25%;">4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> </table>	1	2	3	4	5	6	7	8								
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Measurable Annual Goal* (Linked to Present Levels of Performance) # Jessica will read, comprehend, and respond to questions about fiction and nonfiction texts.					<table style="width:100%;"> <tr> <td style="width:50%;"> Eval. Procedure: 8 Perf. Criteria: A (% , Trials, etc.) 1 </td> <td style="width:50%;"> Report Progress Below (Use Reporting Key) <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:25%;">1</td> <td style="width:25%;">2</td> <td style="width:25%;">3</td> <td style="width:25%;">4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> </table> </td> </tr> </table>	Eval. Procedure: 8 Perf. Criteria: A (% , Trials, etc.) 1	Report Progress Below (Use Reporting Key) <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:25%;">1</td> <td style="width:25%;">2</td> <td style="width:25%;">3</td> <td style="width:25%;">4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> </table>	1	2	3	4	5	6	7	8						
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Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal) Objective #1 Awareness Jessica will demonstrate an awareness of values, customs, ethics, and beliefs included in					<table style="width:100%;"> <tr> <td style="width:50%;"> Eval. Procedure: 1 Perf. Criteria: E (% , Trials, etc.) 4 </td> <td style="width:50%;"> Report Progress Below (Use Reporting Key) <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:25%;">1</td> <td style="width:25%;">2</td> <td style="width:25%;">3</td> <td style="width:25%;">4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> </table> </td> </tr> </table>	Eval. Procedure: 1 Perf. Criteria: E (% , Trials, etc.) 4	Report Progress Below (Use Reporting Key) <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:25%;">1</td> <td style="width:25%;">2</td> <td style="width:25%;">3</td> <td style="width:25%;">4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> </table>	1	2	3	4	5	6	7	8						
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Objective #2 Connections Jessica will make connections between the text, other texts, and her outside experiences and knowledge					<table style="width:100%;"> <tr> <td style="width:50%;"> Eval. Procedure: 1 Perf. Criteria: E (% , Trials, etc.) 4 </td> <td style="width:50%;"> Report Progress Below (Use Reporting Key) <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:25%;">1</td> <td style="width:25%;">2</td> <td style="width:25%;">3</td> <td style="width:25%;">4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> </table> </td> </tr> </table>	Eval. Procedure: 1 Perf. Criteria: E (% , Trials, etc.) 4	Report Progress Below (Use Reporting Key) <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:25%;">1</td> <td style="width:25%;">2</td> <td style="width:25%;">3</td> <td style="width:25%;">4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> </table>	1	2	3	4	5	6	7	8						
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Objective #3 Evidence Jessica will use evidence from the text to draw/support conclusions.					<table style="width:100%;"> <tr> <td style="width:50%;"> Eval. Procedure: 1 Perf. Criteria: E (% , Trials, etc.) 4 </td> <td style="width:50%;"> Report Progress Below (Use Reporting Key) <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:25%;">1</td> <td style="width:25%;">2</td> <td style="width:25%;">3</td> <td style="width:25%;">4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> </table> </td> </tr> </table>	Eval. Procedure: 1 Perf. Criteria: E (% , Trials, etc.) 4	Report Progress Below (Use Reporting Key) <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:25%;">1</td> <td style="width:25%;">2</td> <td style="width:25%;">3</td> <td style="width:25%;">4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> </table>	1	2	3	4	5	6	7	8						
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Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by the end of the year) Likely to achieve goal U=Unsatisfactory Progress – Unlikely to achieve goal N = No Progress – Will not achieve goal M = Mastered NI = Not Introduced S = Satisfactory Progress – O = Other: (specify)																					

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Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal) Objective #1 Accuracy/Relevancy Jessica will produce a written response that has supporting ideas and accurate and relevant					<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> Eval. Procedure: 1 Perf. Criteria: E (% , Trials, etc.) 4 </td> <td style="width: 50%;"> Report Progress Below (Use Reporting Key) <table border="1" style="width: 100%; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td></tr> </table> </td> </tr> </table>	Eval. Procedure: 1 Perf. Criteria: E (% , Trials, etc.) 4	Report Progress Below (Use Reporting Key) <table border="1" style="width: 100%; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td></tr> </table>	1	2	3	4	5	6	7	8
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Objective #2 Organization/Control Jessica will produce a written response that is unified, focused, and contains one or more controlling ideas.					<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> Eval. Procedure: 1 Perf. Criteria: E (% , Trials, etc.) 4 </td> <td style="width: 50%;"> Report Progress Below (Use Reporting Key) <table border="1" style="width: 100%; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td></tr> </table> </td> </tr> </table>	Eval. Procedure: 1 Perf. Criteria: E (% , Trials, etc.) 4	Report Progress Below (Use Reporting Key) <table border="1" style="width: 100%; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td></tr> </table>	1	2	3	4	5	6	7	8
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Objective #3 Position Jessica will produce a written response that takes a persuasive position that is supported with information from the text.					<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> Eval. Procedure: 1 Perf. Criteria: E (% , Trials, etc.) 4 </td> <td style="width: 50%;"> Report Progress Below (Use Reporting Key) <table border="1" style="width: 100%; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td></tr> </table> </td> </tr> </table>	Eval. Procedure: 1 Perf. Criteria: E (% , Trials, etc.) 4	Report Progress Below (Use Reporting Key) <table border="1" style="width: 100%; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td></tr> </table>	1	2	3	4	5	6	7	8
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Academic/Cognitive Self Help	Social/Behavioral Employment	Communication Independent Living	Gross/Fine Motor Health	Postsecondary Education/Training Other: (specify)	Enter Dates for Evaluating and Reporting Progress in Boxes Below										
Check here if the student is 15 years of age. (Note: Page 6, Transition Planning must be completed if this box is checked)					<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> </table>	1	2	3	4	5	6	7	8		
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Measurable Annual Goal* (Linked to Present Levels of Performance) # <u>Jessica will use geometric relationships and measurements and algebraic skills to solve problems.</u>					<table style="width: 100%;"> <tr> <td style="width: 50%;"> Eval. Procedure: 8 Perf. Criteria: A (% , Trials, etc.) 1 </td> <td style="width: 50%;"> Report Progress Below (Use Reporting Key) <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> </table> </td> </tr> </table>	Eval. Procedure: 8 Perf. Criteria: A (% , Trials, etc.) 1	Report Progress Below (Use Reporting Key) <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> </table>	1	2	3	4	5	6	7	8
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Accommodations and Modifications to be provided to enable the child:		Sites/Activities Where Required and Duration
<ul style="list-style-type: none"> -To advance appropriately toward attaining his/her annual goals; - To be involved in and make progress in the general education curriculum; - To participate in extracurricular and other non-academic activities, and - To be educated and participate with other children with and without disabilities. 		
Accommodations may include Assistive Technology Devices and Services		
Materials/Books/Equipment:	Access to calculators, computers, spell check.	All sites/activities for the duration of this IEP.
Tests/Quizzes/Assessments:	Extra time on tests, quizzes; allow open-ended, verbal or written responses to questions, small group or 1:1 setting.	All sites/activities for the duration of this IEP.
Grading:	Full credit for incomplete class work assignments when turned in the next day after period 2 Academic Support.	All sites/activities for the duration of this IEP.
	Full credit for all homework assignments handed in no later than two class meeting days after homework is assigned.	
Organization:	Give one paper/assignment at a time; notebook with sections and/or folders for each class.	All sites/activities for the duration of this IEP.
Environment:	Preferential seating; option of returning to quiet area to complete work when frustrated, off-task or overstimulated.	All sites/activities for the duration of this IEP.
Behavioral Interventions and Support:		All sites/activities for the duration of this IEP.
	Option to access social worker or psychologist if Jessica appears upset and/or appropriately asks to speak with her; positive reinforcement; structure	
	Transitions; follow behavior intervention plan; cue expected behavior; daily use of behavior point sheet.	
Instructional Strategies:		All sites/activities for the duration of this IEP.
	Multi-sensory approach and hands-on learning; rephrase directions; allow time for Jessica to ask clarifying questions; have Jessica repeat directions; Use	
	Redirections and cues to help Jessica stay focused and attend to work; limit # of passes out of classroom.	
Other:		

	Smith, Jessica	DOB:	01/23/94	District:	Anytown Board of Education	Meeting Date:	04/08/2010
	Last Name, First Name		mm/dd/yyyy				mm/dd/yyyy

Student: Smith, Jessica	DOB: 01/23/1994	District: Anytown Board of Education	Meeting Date: 04/08/2010
Last Name, First Name	mm/dd/yyyy		mm/dd/yyyy

CONSIDERATION OF SPECIAL FACTORS:

1. For students whose behavior impedes her/his learning or that of others, the PPT has considered strategies, including positive behavioral interventions and supports to address that behavior, and:

NA	X A behavioral intervention plan has been developed	IEP Goals and Objectives have been developed to address the behavior	Other (specify)
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2. For students with limited English proficiency, the PPT has considered the language needs of the student as they relate to the student's IEP and recommended the following:

X NA	Recommendation: (specify)
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3. For students who are blind or visually impaired: X NA Instruction in braille or the use of braille is being provided, as required The PPT has determined, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future need for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for this student.

4. For students who are deaf or hard of hearing, the PPT has determined (after considering the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode, and considering whether the student requires assistive technology devices and services) that the following services are required: X NA No services required

Services/modifications required: (specify)

PROGRESS REPORTING

1. A report of progress toward meeting the Measurable Annual Goals and Short Term Objectives included in this IEP will be sent to parents periodically, according to the following schedule:

Quarterly	Consistent with grade level report cards	X Other: (Specify)	Consistent with grade level report cards and/or annual/triennial
			dates.

EXIT CRITERIA

1. Exit Criteria: Student will be exited from Special Education upon: (Check One)	Ability to succeed in Regular Education without Special Education support	X Graduation	Age 21	Other: (specify)
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SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA

Student:	Smith, Jessica		DOB:	01/23/1994	District:	Anytown Board of Ed.		Meeting Date:	04/08/2010
	Last Name, First Name			mm/dd/yyyy					mm/dd/yyyy
SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION									
Special Education Services	Goal(s) #	Frequency	Responsible Staff	Service Implementer	Start Date (mm/dd/yyyy)	End Date (mm/dd/yyyy)	Site*	If needed, description of Instructional Service Delivery (e.g. small group, team taught classes, etc.)	
Language Arts	3,4	3.75	SET	SET-1A	03/25/2010	03/10/2011	3		
Mathematics	5	3.75	SET	SET-1A	03/25/2010	03/10/2011	3		
	6,7	5.0	SET	SET-1A	03/25/2010	03/10/2011	3	Academic Support	
Related Services									
Counseling	1,2	.75	Psych-SW-CG	Psych-SW-CG	03/25/2010	03/10/2011			
*Instructional Site:	1. Regular Classroom	2. Resource/Related Service Room	3. Self-Contained Classroom	4. Community-Based	5. Other:				
Description of participation in General Education									
Note: Each item #1-13 must include a response	1. Assistive Technology:	Not Required	X Required: See Pg. 8			5. Length of School Day:	(Specify)	6.66	
	2. Applied (Voc.) Ed:	X Regular	Special (specify)		N/A	6. Number of Days/Week:	(Specify)	5	
	3. Physical Education:	X Regular	Special (specify)		N/A	7. Length of School Year:	(Specify)	180	
	4. Transportation:	X Regular	Special (specify)		N/A				
8. Total School Hours/Week: (Specify) 33.33		9. Special Education Hours/Week: (Specify) 12.5			10. Hours per week the student <u>will spend</u> with children/students who do not have disabilities (time with non-disabled peers): 20.08 / 60.2%				
11. Since the last Annual Review, has the student participated in school sponsored extracurricular activities with non-disabled peers?								Yes	X No
12. Extended School Year Services:		X Not Required	Required: See service delivery grid above or an Additional page 11 for services to be provided				Required: Continue to implement current IEP		
13. a) The extent, if any, to which the student <u>will not</u> participate in regular classes and in extracurricular and other nonacademic activities, including lunch, recess, transportation, etc., with students who do not have disabilities:									
Not Applicable: Student will participate fully									
b) If the IEP requires <u>any</u> removal of the student from the school, classroom, extracurricular, or nonacademic activities, (e.g., lunch, recess, transportation, etc.) that s/he would attend if not disabled, the PPT must justify this removal from the regular education environment.									
Not applicable: Student will participate fully									
The IEP requires removal of the student from the regular education environment because: (provide a detailed explanation – use additional pages if necessary)									
Note: The LRE Checklist (ED632) <u>must be completed and attached</u> to this IEP if the student is to be removed from the regular education environment for <u>60% or more</u> of the time. It is <u>recommended</u> that the LRE Checklist be utilized when making <u>any</u> placement decision to ensure conformity with the LRE provisions of the individuals with Disabilities Education Act.									

Student: Smith, Jessica	DOB: 01/23/94	District: Anytown Board of Education	Meeting Date: 04/08/2010
Last Name, First Name	mm/dd/yyyy		mm/dd/yyyy

Required Data Collection
(Collect and/or update at every PPT)

For Children 3 years of age					
Free Appropriate Public Education (FAPE) by age 3. Yes No					
If the Oct 1 st reported "Annual Review/PPT Meeting Date" and child's DOB indicate that the child did not receive FAPE by their 3 rd birthday, why?					
Late referral (less than 90 days before 3 rd birthday)		Moved into district late		Other (Specify)	
Child initially found not eligible at age 3 (re-referred to district at a later date)		Parent Choice		FAPE met via earlier PPT. Date of initial PPT was	
Placement/Settings for students 5 or younger OR grade is preschool:					
1. Provide the hours per week the child participates in an early childhood program which is not provided as a part of the IEP (hours from pg 2): _____					
2. Identify the placement/setting where the child spends the majority of their week which is a combination of programming from both pages 2 AND 11:					
Early Childhood Preschool or Kindergarten Program – includes 50% or more non-disabled children		Early Childhood Special Education Program in Separate Class – includes less than 50% non-disabled children			
Early Childhood Special Education Program in Separate School – includes less than 50% non-disabled children		Early Childhood Special Education Program in Residential Facility – includes less than 50% non-disabled children			
Home		Service Provider Location (Itinerant Services) – applies only when a child does not spend time in any environment with non-disabled peers			
Education Placement 3 to 21 years of age					
1. Early Intervention Participant (EIP) X Yes No					
2. Primary reason for Educational Location					
X	PPT	Open Choice (Parent Placement)	Interim Alternative Education Setting-IAES	Court Order Following Due Process	District transition/vocational program or age appropriate community based program
	Charter School (Parental Choice)	Vo-Ag School (Parental Choice)	Expulsion	Mediation Agreement (reached with participation of an SDE mediator)	Homeless
	CTHSS (Parental Choice)	Service plan only (Parent Placement in Private School)	Parent/BOE Settlement Agreement	Resolution Agreement (reached through a resolution session held in relation to a parent's due process hearing request)	
	Inter-district Magnet (Parental Choice)	Medical (Hospital or Homebound)	Due Process Hearing	Non-Educational Restriction / Treatment Boundary (must answer 3a - who initiated non-educational restriction/treatment boundary)	
3. If student doesn't live at home, where does he/she live?					
Correctional Facility (District 336 only)		Municipal Detention Center (Bridgeport, Hartford, New Haven)	Foster Home	Safe Home	Private Residential Treatment Center
DCF Facility (District 347 only)		Private Detention Center e.g. SAGE, Washington Street Juvenile Detention Center	Permanent Family Residence http://www.dir.ct.gov/DCF/Licensed_Facilities/listing_PFR.asp	Supported housing (housing subsidized by DCF, DDS, DMHAS or other state agency.)	Private Residential Educational School